

Surrey 'keeps arts off campus'

The University of Surrey has come under fire for excluding the arts from its campus. The arts committee has accused it of letting this suffer in favour of science and technology.

Prospects for multilingual businessmen improve

Urgent discussions on combining industry for schools and colleges, and technology studies for businessmen have been going on between the Department of Education and Science and the Business Education Council.

Table with 2 columns: University (1961-62 to 1976-77) and Polytechnic (1969-70 to 1976-77). Rows show various statistics like total income, expenditure, etc.

Go Greek this year with Thomson

Thomson offer one of the widest choices of Greek holidays in over 17 resorts from the mainland and Athens, to the Aegean Islands and Corfu, Crete and Rhodes.

Table with 4 columns: Brochure, Resort, Prices, and other details. Lists various travel packages and prices.

Teacher training reorganization: the south west



St. Luke's College, Exeter: in-service future still not clear.

Fierce country v city passions aroused

Colleges of education are scattered thinly over the great stretch of countryside from Cheltenham to Land's End, and the degree of fervour and patriotism they attract is correspondingly fierce.

Universities told to stay out of politics

Universities may engage in social reform, but must stop short of corporate political involvement, Professor Peter Froggatt, the vice-chancellor of Queen's University, Belfast, said last week.

Don's diary

Through a dark, glassy

I have spent the last three weeks trying to read Sir William Spenser's biography of W. A. Spooner.

Grave chuckles

This lack of attention to spoonerisms might be otherwise tedious nature of Spenser's life means that you can keep your eyes in the general direction of the page only if you form a few running hypotheses or associations of your own.

Shall be nameless?

No academic contenders leap to mind, but then I have stopped going to conferences in recent years and may be out of touch.

Adult literacy: a success story



Bryan Davies

The Adult Literacy Movement has its origins chiefly in the city. Much of the initial impetus for the campaign came from enthusiasts working for the British Association of Settlements, a London charity catering for the varied needs of the deprived in its own area.

Ministers have an important obligation in this field. The Government deserves every credit for its support for the Adult Literacy Movement. Nevertheless there is a danger that this support acts as a wholly inadequate fig leaf to cover the Government's embarrassment.



Wellington and his boots (left). Spooner and his 'isms'.

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In the following edited extract from their *Proposal for a New College*, published this week, Peter Abbs and Graham Carey argue for radical changes in institutional planning to restore human values to education

Small and democratic would be beautiful

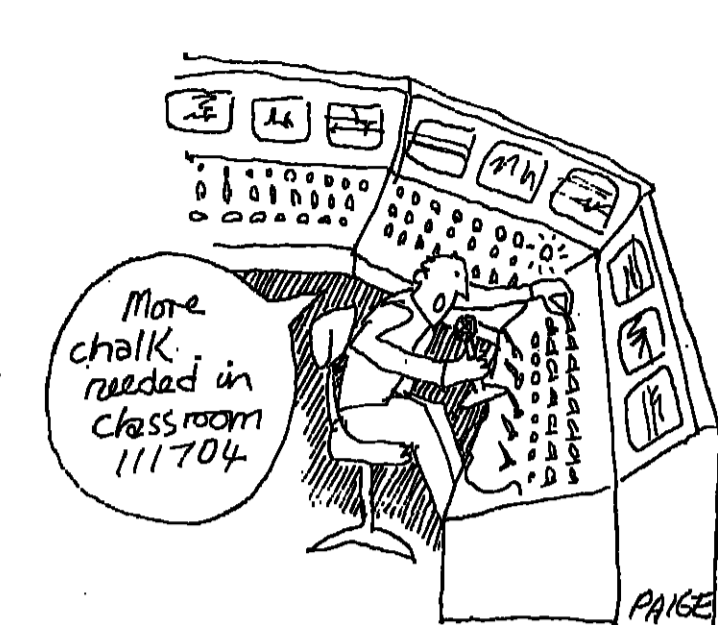
In the higher section of education we have witnessed during the past decade the emergence of a new system of giant polytechnics, huge multi-purpose, multi-campus institutions, modelled on commercial businesses, built on concrete slabs and glass. In many ways these educational complexes also represent an organized flight from the delicate tasks and paradoxes which mark true teaching and true learning, a flight into the unambiguous simplicities of mass and number.

From the beginning, the pre-occupation of the polytechnics was with what is, significantly, called "recruitment". In an attempt to "recruit" the number of students allocated, one London polytechnic advertised itself using a semi-pornographic photograph, heading it with the sexually suggestive caption: "Don't just stand there—Do something" into what depths of ugliness our higher educational system seems ready to plunge for numbers!

The student power wanted in the advertisement would, behind that thick smoke screen of "liberation" (colour supplement style), seem to reside in little more than the tyranny of number. We are deeply opposed to such abstract power, such anonymous energy; the power we would uphold in the power, not of opposed and scholastic staff against students, us and them—but of collaborative democracy.

But such democracy, if it is to be the sensitive agent for self-understanding and social transformation, depends absolutely on the deliberate restriction of numbers. Just as there are precise limits to industrial growth, so there must be fairly definite limits of size to the maintaining of genuine and full-blooded democracy. A college of 200 could be truly democratic in its social structure, a college of 2,000, let alone 20,000, never.

In a polytechnic consisting of thousands of students, hundreds of teachers with their labouring proletariat of secretaries, cooks, cleaners, technical assistants, gardeners, porters and so on, it would be impossible to hold a dignified democratic meeting, let alone a continuous series of such meetings in which difficulties were freely aired, suggestions discussed, decisions taken. In truth, these de facto mass and concrete institutions have little choice but to bureaucratize, little choice but to leave the student with the dominating impression that in the eyes of his chosen place of study, he is little more than a cipher on the computer; little choice but to shatter the ideal unity of knowledge and culture into endlessly dividing and subdividing parts.



plines to many sensitive individuals who, for various reasons, had not had the chance of a university training, and who found themselves increasingly isolated in their own society. Any form of true intellectual and cultural liberation is not to be understood and we would not wish to disparage the means by which it came.

And yet, in defining the purposes of our new college, we find ourselves deeply opposed to the general direction taken by the Open University. According to one prospectus, it claimed it was: "open as to places... has no cloisters—a word meaning closed. Hardly even shall we have a campus. By a very happy chance, our only local habitation will be in the new city that is to bear two of the widest-ringing names in the history of English thought, Milton Keynes. But from the start it will be open to all over the United Kingdom."

"Disembodied and airborne", the spurious prose conjures up first and foremost, an image of Batman. More profoundly, where the Open University sees virtue in diffusion, we see merit in concentration. A society so ramorously propagating the shallow values of hedonistic pleasure and aimless consumption we defend the need for "cloisters", for sheltered spaces, and believe in the making of an enclave within which the pursuit of culture can be timely and lovingly pursued, free from distraction.

If education is essentially an activity of consciousness, engaged within a sustained relationship between teacher and student, then the act of teaching, protected by walls and actually enhanced by this enclosure, lies at the heart of the educational process. We, unlike the Open University, place the teaching process at the engaging experience of probing questions, of tentative answers, of mutual collaboration, of individual unfolding and becoming—at the centre of education. But we also place the ideal form of active teaching in the enduring context of community life; a context which includes the heavy, though community shared, responsibility of running one's own society, both at the personal level of the individual and at the democratic decisions about the nature and direction of the college itself.

Our concern is to restore a broken unity to education, through a different level, something of that harmony, ceremony and order which characterize the timeless primitive community. How different this is from choosing one course of study with the Open University where applicants are sent a number of printed forms which they are to use to communicate by post with a distant tutor! Airborne or not, such structures, in the end, promote only another variety of alienation making what is desiccated and abstract seem normal and, therefore, desirable.

Time to stop knocking sandwich courses

Alan Daniels suggests that early criticism of sandwich courses must be revised following more recent research

The sandwich course degree has flourished in the technological universities and the polytechnics for the past 10 years. At present, there are nearly 100 sandwich students on sandwich degree courses at the universities, and a similar number of four-year Council for National Academic Awards sandwich course degrees at the polytechnics.

This does not take into account the large number of students on sandwich courses which are not of degree level. The benefits of these courses are appreciated by industry, the academic institutions and students.

In the early part of the 1970s, however, sandwich course education received a certain amount of bad publicity following the results of research work at Bradford University, carried out by Professor Frank Musgrave and a team of assistants—some of whom was Professor Alan Smithers as a visiting student of the 1966 student intake at the university.

Professor Carl Hanson, the university's pro-vice-chancellor, has recently pointed out that only 51 students were involved in this particular study. The findings of the papers were based on even fewer respondents, and it is questionable whether at that time there was sufficient experience of the integrated sandwich course degree or indeed the career progression of its graduates for the study to be taken into consideration. It is still being quoted when the future of sandwich courses is under discussion.

In the spring of 1972 a paper was produced by Professor Musgrave and Industry's Docket about the sandwich course degree. This paper compared sandwich course graduates with non-sandwich course graduates by testing the opinions of respondents in industry who had been responsible for the employment of graduates.

The respondents were asked to think of graduates who had been employed for up to three years. They were then asked whether sandwich course graduates "showed up" better as a general rule than the non-sandwich course graduates on 18 items of behaviour or whether they were generally worse or no different. Later they were asked to think of graduates who had been employed for seven years or more and to rate the same 18 items again. The results seemed to indicate that sandwich course graduates had a superior rating in respect of early years of employment, but that there was some doubt in industry as to whether the sandwich course degree was a better preparation for professional training; was of any real value at all.

Table with 3 columns: Age, Salary, Band. Data for 10-34, 35-39, 40-44, 45-49, 50-54, 55-59, 60-64, 65-69, 70-74, 75-79.

It compares the salaries of science and engineering graduates from other universities with graduates as of April 1, 1972. The salary survey involved 50 graduates of Brunel University, and the comparison is interesting. It would be surprising if the results would be anything other than a small number to assume that Brunel sandwich course graduates were earning higher salaries than these groups.

Cost references

The cost references in Prof. Smithers's book were related to high direct costs of the four-year sandwich course degree compared to the three-year academic degree. However, there are also other costs to be taken into consideration, such as the cost of the accommodation of students during their work placement periods.

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Recent research

Professor Alan Smithers has recently published a book entitled *Sandwich Courses: An Integrated Education?* (National Foundation for Educational Research) which has reintroduced the implications of the research carried out in 1972. He has also introduced queries in relation to the comparative cost of the three-year academic undergraduate and the four-year sandwich course undergraduate, together with the costs associated with the organization of work placement for large numbers of students.

A way on for 'dead-end' kids

In a large number of our schools, especially those in urban areas, there is a significant pool of intellectual deprivation in which the pupils find themselves, in virtually unappreciated, by virtue of the deprived situation in which they are placed. This implies both injustice for the individuals concerned, and a needless wastage of a most precious resource.

At Sussex University we have been sensitive to this issue for a number of years, and in 1971 introduced an admissions scheme whereby we seek to identify pupils who come into a process of their admission to the university. Now, five years on, and when the scheme has produced its first graduates, we are in a position to make an initial evaluation of our scheme and to embark upon its expansion.

The deprivation from which such pupils suffer by virtue of their home and school backgrounds results in more than just underachievement in the A level papers which they may take; more frequently it results in their not taking A level papers at all.

The question mark over Marx and Aristotle

In a recent article in *THE THES* (April 1) Heinz Lubasz writes that Marx was very much an empiricist, whose "debt to Aristotle remained decisive one", so decisive, that one cannot really understand Marx without taking the Aristotelian dimension into account. Lubasz's claim is as unorthodox as it is bold.

What about the mature Marx then? Here, too, Lubasz is wide of the mark. Certainly we can find references to Aristotle in *Capital*, *Theories of Surplus Value* and so on, but these are no more than passing references to at least 25 other authorities here too. Indeed the case of some of them (Ricardo and Smith for instance), Marx devotes quite literally hundreds of lines of the space to considering their views than he does to Aristotle.

When we look at what Marx actually says about Aristotle, it reveals Marx rejecting rather than accepting most of what he sees there. Aristotle's economics is seen as incapable of yielding any fruitful economic and natural forms; this is seen in *Capital*. Secondly, he does not see Aristotle as a philosopher of the human condition, but as a philosopher of the polis.



Peter Simpson reports on a scheme at Sussex University to help children from socially deprived backgrounds

Any scheme which is devised to tackle the problem must therefore go further than merely offering places which are conditional upon lower A level grades than is usual; it must attempt to influence the ethos of the school in order to encourage children actually to stay there and to undertake advanced study.

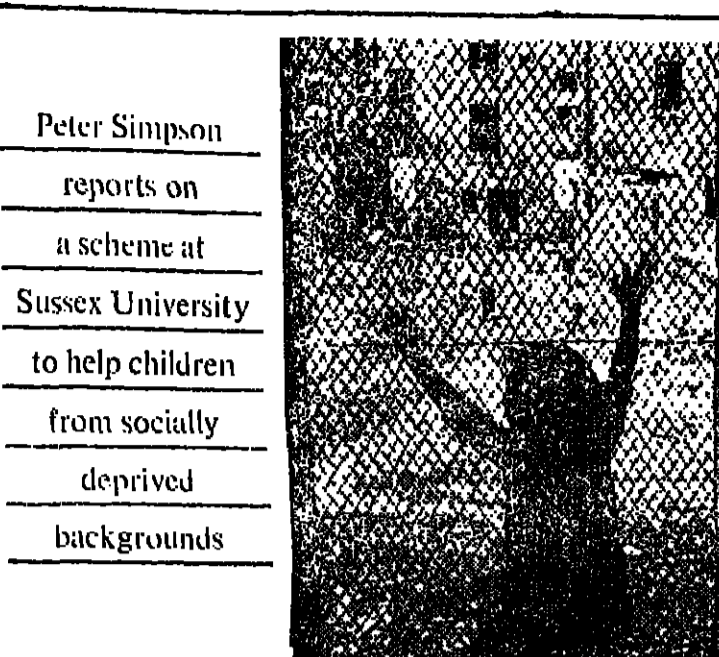
Accordingly, the major aims of our own scheme are five-fold and might be expressed as follows: to bring an awareness of the possibilities of higher (particularly university) education to pupils from disadvantaged backgrounds; to facilitate the entry to our own institution of pupils who are likely to underachieve in their GCE examinations for the reasons outlined above.

Why we may ask, does Lubasz identify the dialectic with deduction, deduction with analysis—and then exclude all those from the realm of observation? Part of the reason is perhaps given in the final paragraphs of his article. There he locates an unlikely alliance of Althusser with Popper, who both present us with an excessively aprioristic picture of Marx.

He (quite correctly) wishes to redress the balance, but is unwilling to do so by against their accounts of the dialectic. Instead he hopes to get by with the mechanical addition of an inductivist/empiricist philosophy of science. But this will not work. It gives rise to a methodology which is inconceivable in the premises of historical materialism.

Lubasz's errors derive therefore not from the fact that he disagrees with Popper and Althusser, but because he conceals so much to show. The dialectic is not an analytical process, but the real historical development of society. This real development is not (as with Hegel) the unfolding of what was already necessary and pre-ordained in the initial conditions, but is the product of human activity—human activity which being limited and conditioned by the circumstances in which it finds itself, still remains both the essential causal agency for social change, and the central object for empirical investigation.

There is no inconsistency in both asserting the fallacy of empiricism as a philosophy of science, and proclaiming the importance of historical (and therefore empirical) facts, and, therefore, influences, in the greatest of influences. Our method, we will be much better advised to look less at Aristotle and more at Heraclitus, Epicurus, Spinoza, Vico, Ricardo, Kant—and above all at Darwin and Hegel.



The results obtained by the first cohort to pass through the system are certainly encouraging. Of the five students admitted in 1973, one withdrew, one obtained a third-class degree, one a lower second and two obtained upper seconds. One of these students is now registered at the university for a higher degree.

Our experience over the five-year period which has recently ended has certainly given us good grounds for optimism, and it is our intention now to expand the scheme and to encompass a wider range of school children.

Given that we cannot maintain our present level of visit to an ever-increasing number of schools, we intend gradually to shift our attention away from a school once we have established the desired relationship, and to concentrate the resources released on another school.

Peter Rims

The author lectures in philosophy at the University of Warwick

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failed to complete their courses, and some have required a good deal of counselling. However, it would be surprising if this were not so, and, in any case, it is not possible yet to be certain that the numbers in these categories are significantly greater (or smaller) than those for the undergraduate population as a whole.

If these numbers, in the light of further experience, do turn out to be exceptionally large, then there is still a value judgement to be made. Do we deny the opportunity to those who can come, and will make the grade, in the interests of the few who cannot?

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NORTH AMERICAN NEWS

MICHAEL BINYON reports from Washington

The Times Higher Education Supplement (London) Room 541 National Press Building Washington DC Tel: (202) 638 6765

Graduates continue to have economic edge

Despite the questions raised recently about the economic value of a university education, a study by the Conference Board found that the economic edge college graduates have over their counterparts who did not go to university has been blunted in recent years, but their employment and income prospects are still above average.

The analysis, by Dr Leonard Lecht, found that people holding a degree are less likely to be unemployed than any other group in the labour force, and are three times less likely to become unemployed than the labour force as a whole.

The main reason for this is that their jobs are in occupations which react to recession by growing more slowly rather than by reducing their employment level. Between 1974 and 1975, for example, blue collar employment fell by 1.8 million, while employment in professional and technical fields—which provide jobs for most college graduates—rose by more than 400,000.

Graduates also continue to have a higher average income than those who completed their education at school. Though the income gap has narrowed, it is still imposing: in 1974 college men over 25 made 36 per cent more than their high school counterparts—a difference of \$4,500. And male university graduates between 25 and 34, whose income advantage over non-graduate peers is slighter, still had incomes averaging \$2,000 more. In addition, graduates are employed in positions involving more generous fringe benefits.

Income progression is also greater for men with a degree. In 1974 the

Our correspondent visits a 'Renaissance college' that concentrates its learning almost exclusively on reading

In the beginning was the word

Forty years ago there was a revolution in one of America's oldest colleges and the American are still being fed today its liberal arts colleges all over the country. At St John's College, Annapolis, a picturesque liberal arts college founded in 1963, established all its departments and specialisation, courses, credits and the entire curriculum. Instead it introduced with messianic fervour the New Programme: a single inflexible four-year course based on 130 great books.

The course is one of the most intellectually varied, challenging and exhausting that could be imagined, and more reading. They are almost no lectures, no survey courses and no options. There are no frills and no specialisations.

The programme is the books. The education is strictly classical: students are confronted with the original sources of the western intellectual tradition. And this is all they study.

The list of books has hardly changed in 40 years—though it is constantly under review. It includes virtually all the major philosophers, writers, mathematicians, scientists, musicians, poets, theologians and dramatists from Homer to T. S. Eliot.

The books are read chronologically. The first year consists almost entirely of the Greeks and Romans: Homer, Aeschylus, Sophocles, Herodotus, Plato, Aristotle, Euclid, Plutarch, Marcus Tullius and others.

The second year starts with the Bible and moves on to Virgil, Plutarch, Tacitus, Ptolemy, Galen, St Augustine, Thomas Aquinas, Dante, Chaucer, Machiavelli, Martin Luther, Copernicus, Montaigne, Bacon, Shakespeare, Kepler and Pascal.

The third year begins with Cervantes, Galileo, Hobbes, Descartes, and takes in the French classical authors, Newton and the final host begins with Goethe and includes Marx, Tolstoy, Dostoyevsky, Abraham Lincoln, Freud, Kafka, Thomas Mann and Wittgenstein.

St John's believes the writers themselves are the teachers. It wants nothing to come between ideas and the students. Though this chosen works represent a good cross-section of learning, they are not divided into arts or sciences, classical and modern. Each book is read for what it is, not for what it represents.

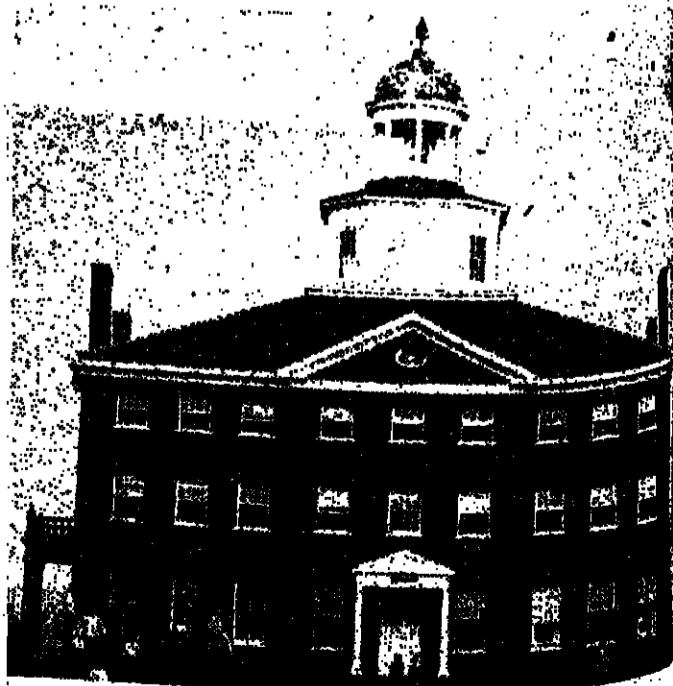
Teaching at St John's consists of seminars and tutorials. All the teachers are called tutors, and all teach every hour of some period. The seminars are lively affairs. The students question, argue, and discuss the week's assignment, following the ideas of the book wherever they lead. They are expected to read and discuss the text on their own (always two for each seminar, whose role is not to expound, but to hold discussion together, and bring the argument back to the text now and then).

The ratio of students to teachers at St John's is one to eight, better than at almost any other American college. Each week there are at least eight hours of tutorials, sessions in languages and mathematics, two afternoon laboratory sessions and a formal lecture.

St John's students are required to take more mathematics and science (four years of some period) than students anywhere else. The principles announced by Euclid, Harvey, Kepler, Galileo, Newton, Rutherford and Einstein are tested work there is a single lecture on Friday night by a tutor or visiting professor.

The New Programme is an astonishing departure from what goes on in almost every other college. The Renaissance. The tutors are in the building and outward students are observed; students are always addressed as Mr, Mrs or Miss.

There is little emphasis on extracurricular activities; tutors keep grades, though these are not published. There is a long essay each year, and before graduation students write a fully ambitious thesis on which they are orally examined. This examination, in the presence of other students, teachers and anyone who wants to attend, is formal and rigorous. Three tutors, robed



St John's 40 years on, and the curriculum is virtually unchanged

Most college leavers are 'satisfied' with their jobs

"Attempting to create a perfect fit between college education and careers is a wasted effort because a student's fit does not matter to the consumers of education—the students."

This is one of the unexpected conclusions drawn by the authors of a research report on job satisfaction after college.

The new study contradicts such commonly held assumptions as: Entering a job related to one's major field of study is essential for job satisfaction; most of the graduates who view their jobs as "non-professional" are unhappy in them; and students who opt for a specific career are more satisfied with their employment than late-choosers.

The report, by the College Placement Council, follows an earlier study of how useful graduates found their education in their careers (THESE February 18). It was based on evidence from 4,100 graduates, men and women, in 1965 and 1971. At the time of the study some had been employed for up to nine years.

Overall, the latest study found that most college graduates are satisfied with their jobs. Nearly six out of 10 respondents were satisfied and only 4 per cent were not at all satisfied. Among the more satisfied groups were business administrators, salesmen, teachers, and health workers. Lower-status office workers were the least satisfied of the occupational groups studied, but only 11 per cent in this

group expressed total dissatisfaction.

The study found that graduates in high-level jobs are more satisfied than those who view their jobs as non-professional. But still nearly half those in non-professional jobs were very satisfied and few were completely dissatisfied.

People who viewed their jobs as closely related to their fields of specialisation were no more satisfied than others. Therefore, concludes the report, it cannot be assumed that college graduates are unhappy in their work if the job is non-professional, nor can it be assumed that graduates are underemployed if their work is unrelated to their field of concentration in college.

Another of its findings rejects the conventional belief that "typical is best". Those who followed an unconventional career development pattern often were more satisfied than those who followed a dominant or "typical" pattern.

Women were as likely as men to be very satisfied with their jobs despite the well-publicised "disadvantaged status of women in the work force."

The report pointed out, however, that women who have graduated recently are not likely to be as well placed as salary and status as women who got their degrees in the mid-1960s.

The study found that feeling one's skills are fully used is very important to job satisfaction, perhaps even more vital than salary.

Italy

Reform plans bring new riots

from Patricia Clough

ROME

Tension in Italian universities was at a new high at the weekend as a policeman was killed in clashes with students protesting at the government's long-promised Bill for university reform.

Students who had occupied four faculties at Rome University, partly in protest against the Bill, were finally driven out by police.

In Bologna, also the scene of student violence last month, students occupied four faculties while local authorities warned that they may have to be thrown out.

The Bill, passed for three years ago, promised for three years to be implemented. It was the latest in a long series of attempts at university reform presented over the years as the universities have steadily deteriorated.

All except for urgent stop-gap measures approved in 1973, have failed, largely because of strong disagreements among politicians.

The present Bill is also controversial. It has been criticized by the left wing and in academic circles as well as by the students. They say it may have more chance of success: the near-paralysis of the uni-

versities and the explosive mood among the students may induce the politicians to strive for some kind of agreement.

Under the Bill two new forms of university qualification are to be introduced. They are the diploma, a lower-level degree available after a short period of study—probably about two years—and the research doctorate. The latter would be awarded after the four years' post-graduate research and is restricted to those intending to embark on a university teaching career.

These new qualifications are in addition to the traditional Italian degree, the laurea, awarded usually after four or five year courses.

The Bill also introduces degrees in physical education, at present a specialist's degree, and in the present system of one-chair faculties is replaced by a British-style departmental system. Professors would be obliged to pool libraries, facilities and equipment to coordinate teaching activities and research.

There would be two types of professors, the "ordinaries" and associate professors. The latter category would be composed largely of the present short-term professors and university assistants.

France

Grandes écoles set to take more technologists

from Guy Neave

PARIS

Changes in the entry conditions to the grandes écoles, France's top institutes of higher education, are to be introduced from October 1978, M René Haby, Minister of Education, has announced.

The reform, which promises to be one of the most significant since the war, is part of a long-term strategy designed to improve the standing of technological studies in French secondary schools and in higher education generally.

From October, 1978, school leavers passing the baccalauréat in either technical or applied sciences will be allowed to sit the entrance examinations for the grandes écoles. This is a change from the present position where only students with a classical background are eligible.

The proposed innovation is not without opposition, particularly from the older grandes écoles. In the discussions preceding it, one suggestion mooted was to reserve a quota of places for the applied science candidates. This has been dropped.

As with most competitive examinations, a major problem is what to do with those failing to win a place. This has been solved with considerable ingenuity. Transfer facilities into the grandes écoles are being created.

The purpose of linking the "super technological sixth" with the UTEs is two-fold: first, it will associate the UTEs, however remotely, with high prestige establishments both in secondary and in higher education. Second, it will, hopefully, increase the attractiveness of the new sixth form by linking it with a training reckoned more in line with present-day demands of industry, commerce and the economy than the universities.

In the long run, the changes are likely to be highly significant. One of the results, M Haby hopes, will be that one student in five attending the grandes écoles will have benefited from a solid grounding in applied science and technology, even before his specialist grooming.

Sweden

Teaching jobs hold firm

from Mike Duckenfield

STOCKHOLM

A lack of teaching jobs—one of the main reasons for high unemployment among Norwegian arts graduates—has not yet affected Sweden. Recent figures from the Central Statistical Bureau show that as many as 81 per cent of male and 44 per cent of female graduates find jobs in education.

However, almost one in six of those with teaching jobs six months after graduation are unemployed. These working two and a half years

Fay Haussman on the questions being asked at a key post-graduate centre in the Amazon



Sugar cane cutting in Brazil.

Telling the research wood from the trees

BELEM

The Centre for Postgraduate Amazonian Studies (NAEA), at the Federal University of Pará in Belém, has set itself two tasks: to carry out solid scientific research through the lush mythology enshrouding Brazilian Amazonia and to train experts capable of tackling the problems of a rapidly changing tropical region. How well is Amazonian research adapted to his environment? How successful has spontaneous settlement in Brazilian Amazonia been in the past? What are the stumbling blocks of Amazonian regional development relevant to the problems of Amazonian development? Questions such as these are today being raised and investigated at NAEA.

NAEA started working in February, 1963, with an international programme in regional development training open to qualified college graduates from Brazil, from five other Pan-American nations (Venezuela, Colombia, Ecuador, Peru and Bolivia) and from Africa. Its basic goal is the training of personnel able to identify, analyse, interpret and help solve the complex problems of the Amazonian region, particularly in their socio-economic and technical aspects.

In other words, NAEA aims to produce the expert manpower whose shortage so far thwarted all attempts at rational regional development.

NAEA's creation was the direct outgrowth of Brazilian government efforts to integrate the enormous Amazon region, the legendary "green hell" of tropical forest, fauna and flora surrounding the giant Amazon river system, into the rest of the nation.

Amazonia is nine times as large as France; it covers nearly 60 per cent of Brazil's national territory but has only 10 per cent of its population producing less than 4 per cent of the national product.

The ambitious Trans Amazonian road-building programme, which was undertaken in 1970 and has by now been largely completed, has been criticized chiefly because so little was known of the area suddenly opened up by the new roads. For concerned Brazilians, thorough and lengthy scientific studies should have preceded, and perhaps still part of the road-building programme.

But, just as the science of thermodynamics is a product of the steam engine, and not vice-versa, most of the multi-faceted studies of Amazonian phenomena today undertaken in Brazil are a product of the new roads.

NAEA's training programme embraces four study areas and offers a choice of 15 disciplines. A student spends 20 hours a week on group research in the "research laboratory" where he works on a specific research project with other students from different disciplines.

On completion of the required credits the student graduates as a "Specialist in Regional Development" and can go on to finish his studies for a full Master's degree in development planning.

This year NAEA has started offering also the full Master's degree programme, with three options for specialization in the development planning area: economic, socio-cultural aspects and physical-spatial aspects.

Various government agencies, both federal and state, as well as

the Ford Foundation, contribute to the funding of NAEA's programme and to the full scholarships awarded to its students. Scholarships for foreign students are given by Brazil's Ministry of Foreign Affairs which also selects suitable candidates.

NAEA has several features which make it remarkable in Brazilian context. There is no distinction between professors which combines Brazilians with Master's or PhD degrees from other countries, foreign professors from Colombia, Bolivia, Belgium and the United States, and a group of renowned specialists from Brazil's southern universities who work as "visiting professors." Within the next four years, 20 of NAEA's professors will go to Europe and America for doctoral studies.

Another unusual feature is NAEA's admission criteria. As is usual, candidates are selected on the basis of their ability and the relevance of the study-plans they submit for NAEA's approval. Candidates must be college graduates in socio-economic or technical fields and, preferably, have had some practical experience in their professions. The most important criterion, however, is motivation.

A candidate must be highly motivated for postgraduate studies. He must give proof of initiative, creative capacity and predisposition for team work. He must also be able to convince the admissions committee of his intention to stay in the region and to continue working in activities related to Amazonian development.

Equally remarkable is the fact that NAEA is Brazil's first—and, so far, only—Amazonian research institute to operate as part of a university, and at the postgraduate level.

Nancy Stepan, a graduate of Oxford University, says in her book *Beginnings of Brazilian Science* that, until the end of the nineteenth century Brazil had no institutes or schools able to train research scientists in a systematic fashion. In Amazonia, for example, most of the research at the time was done by foreign explorers and naturalists among whom Charles Darwin, Henry H. Bates, Alfred Russel Wallace and Richard Spruce have been prominent.

But even so, the development of research in Brazil antedates the creation of universities. As a result, Brazilian research, most of it "applied" or problem oriented, has remained the nearly exclusive domain of scientific institutes not linked to any university.

Research at the Goeldi Museum in Belém today has a handful of specifically tropical research institutes. The oldest and most prestigious is the Goeldi Museum in Belém which was founded by the Swiss naturalist Emilie Goeldi. Research at the Goeldi Museum focuses on natural sciences, ethology, anthropology and archaeology.

A more recent but by now perhaps equally well known institute is the National Institute for Amazonian Research, INPA, in Manaus, with its work in environmental sciences, tropical botany, forest research, tropical pathology and phytochemistry.

INPA's intensive Training Programme for Work in the Amazon" antedates that of NAEA by three years. INPA's programme lasts six months and combines the study of Amazonian ecology and tropical hygiene with a solid systemic groundwork in statistics, research methodology and general laboratory techniques.

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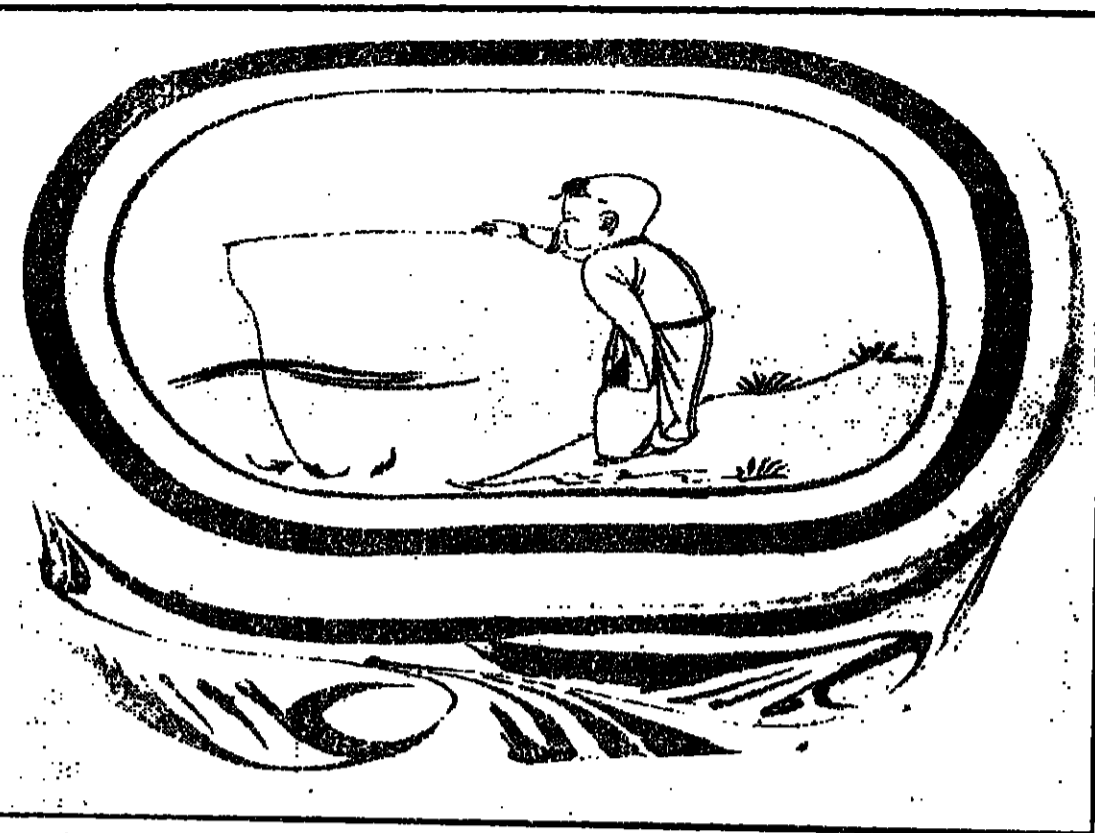
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Stoneware pillow painted with a picture of a boy fishing on the top, and broad floral scrolls on the sides. Typical ware, from Art and Archaeology in China by Edmund Capon, published by MIT Press at £15.00.

What to do in Bristol

Leisure and the Changing City, 1870-1914 by H. E. Meller. Routledge & Kegan Paul, £7.50. ISBN 0 7100 8430 7. The changing city of the title is Bristol, but it is only in a strictly limited sense that this book is concerned with the history of leisure in that city...

Any discussion of cultural provision immediately poses two sets of questions. What was provided and how? To what notion of culture did it correspond? Dr Meller sets out to answer the second and more significant of these, as well as the first, and it is this that provides the most interesting aspects of the book...

leisure for the masses is not clearly defined. It is a feature of the book that it treats the provision of leisure facilities as primarily the task of philanthropy or of municipal authority. The close links between these two and their overlapping spheres are well explored, and in addition we are reminded that the world of working-class associations and that of Liberal philanthropy had many aims in common...

Slave culture

The Black Family in Slavery and Freedom, 1750-1925 by Herbert G. Gutman. Basil Blackwell, £10.00. ISBN 0 631 17650 0.

In 1965 the publication of Daniel Patrick Moynihan's study of the Negro family fanned a scholarly controversy which has reverberated in the present day. While acknowledging the dire effects of high unemployment and migration to the northern cities, Moynihan drew attention to the heritage of the past. He accepted old beliefs about the unique savagery of North American slavery and its disruptive effect on the black family, detailing the modern consequences of the matri-focal family in black communities...

Such propositions clearly underestimated the positive side of ghetto life and the achievements of a whole variety of self-help activities undertaken by blacks themselves, while government programmes to create new jobs and the education appropriate to them seemed more likely to help city dwellers to schemes to inculcate a sense of family responsibilities. Moreover, in much writing on the black family there has been a tendency to obscure the importance of a stable black extended kinship system and to assume that all family members of households were victims, shunned by legitimate children and unable to cope.

Since 1965 important scholarship has appeared in both areas, but especially on slave society. Quantitative analyses have suggested that the slave system which emerged in North America, however cruel and unjust, permitted a rapid rate of natural increase in the slave population and a highly profitable agriculture, to which skilled black labourers and overseers were essential. Within this economic framework, as research on slave music, language and beliefs, and resistance to Eugene C. Davis's concept of Southern slave society as a unique form of proto-capitalism, Gutman also reinforces his findings about many of the characteristics of slave culture though not about their manner of development.

E. P. Hennock

Planned by divine providence

Discourse on Universal History by Jacques-Benigne Bossuet. Edited by George R. Bannan. University of Chicago Press, £17.00. ISBN 0 226 06788 1. The protection of the chosen Jewish people throughout their turbulent Old Testament history, their average punishment for disobeying the Incarnation and the fulfilment of the ancient prophecies, the spectacular rise and fall of secular empires who did not know or who rejected the true God, the message of Christ and the establishment of his everlasting dominion through the church of Rome—these were the subjects which Bossuet vividly described for the heir to Louis XIV whose education as a God-fearing prince had been entrusted to him.

As well as a princely textbook, the Discourse clearly reveals the deficiencies in the government of Louis XIV himself, because Bossuet, although a champion of absolute monarchy, insisted that royal power be used with moral responsibility, conforming to, and maintaining, the true faith, stamping out religious dissent, furthering justice and individual liberty, and showing a patriarchal concern for the interests of the subject population. Conquerors could be condoned only if they respected the traditions of the people they held in subjection.

This new edition has been translated, so that the power of Bossuet's conclusions and the force of his arguments are compellingly clear. Professor Bannan's useful introduction puts the work in its historical and intellectual context, but it is at times unsympathetic to the author's declared aims, a little heavy-handed in its elucidation of biblical comparisons between the present and the Bourbon present, and it contains one serious and repeated mistake—that the book was a reaction to court life at Versailles, "the epicentre of French political culture" when, of course, that palace became the permanent seat of the court only in 1682, a year after the Discourse was published and even longer after its composition.

Roger Mettam

Using a vast array of statistical as well as literary sources, Professor Gutman demonstrates that even the slaves out of the very best households studied lived in diverse social circumstances and marriages often endured for many years. The original and impressive quantitative evidence does not swamp the book, though it is not published and sometimes rarely cited. Much time is spent on critiquing static models of the slave-master relationship, which focus on slave treatment and master control. Slave culture is presented here as resilient and adaptive, shaped by independent black attitudes and beliefs which slaveholders and abolitionists alike, though in different degrees, failed to see or comprehend.

Marriages not solemnized in churches, for example, were recorded in a variety of ways, including the organist's ritual. Precious inter-course and the absence of a moral code, as contemporaries asserted, but rather a distinct black code. Marriage usually followed pregnancy, although not celebrated but still held in respect. Men were expected to be faithful a wedlock. There is ample evidence of the protectiveness of black families and the opposition of white women to forced white marriages. When some owners encouraged slave marriage, it seems that the institutions flourished regardless of their influence, with slaves marrying out, as if their children after family rejection were to be adopted into white families, and ending protective kinship as well as other household attachments that were of their own. Family activities, such as flight or rebellion, concealed in means of slave self-assertion and sale or migration, which broke up families and shattered kin networks, ironically served to spread this Afro-American culture throughout the South.

The difficult source material and disconcerting movements backward and forward in time do not make the book easy reading, but with the reader is obliged to take in the heroism and complexity of the black experience and the immense task of reconstruction of the author has effected, with lucid clarity, from social anthropology the minutiae from the family history of other people and periods.

Christine Bolt

Reviewers

Peter Abel is professor of sociology at the University of Birmingham; Christine Bolt is senior lecturer in history at the University of Kent; Paul Barrow, author of Macroeconomic Theory, is senior lecturer in economics at the University of York; John Butt is senior lecturer in economic history at the University of Strathclyde; Julius Gould is professor of sociology at the University of Nottingham; E. P. Hennock, author of Fit and Proper Persons: Ideal and Reality in Nineteenth-Century Urban Gov-

ernment, is professor of history at the University of Liverpool; Roger Mettam lectures in history at Queen Mary College London; A. J. Nicholls, fellow of Wotton and the Rise of Bihar, is lecturer in history at the University of York; Malcolm Sawyer, co-author of Business, is in the department of political economy at University College London; A. C. Spearling, fellow of Queens College Cambridge, is co-editor of Poetry of the Age of Chaucer; M. J. C. Surry is editor of the National Institute Economic Review.

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